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ABSTRACT

Alternatives and recommendations to the Board of Governors of the California Community Colleges are presented for the accreditation of college academic and administrative personnel. The report first describes the present California credentials law, under which the Board of Governors is limited to prescribing professional or vocational experience to be used in lieu of a master's degree in qualifying for provisional and part-time credentials. The procedures, required legislation, possible consequences, and cost implications are outlined for seven credentials alternatives: (1) maintain the status quo; (2) retain the present credentials process, with changes in Title V regulations; (3) retain the present process with minor and/or major legislative changes; (4) transfer the credentials responsibility from the Board of Governors to a newly created commission or to the Commission on Teacher Preparation and Licensing; (5) maintain the status quo with the elimination of the issuance of credentials documents at the state or district level; (6) eliminate the state minimum standards and credentials documents; and (7) adopt the California State University and College Personnel Process. The committee's recommendation to retain the status quo is supported by a nine-point rationale arguing that the present process is both effective and equitable. (Author/JP)

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Credentials Study Report

Archie L. McPherran
Administrative Services

Robert E. Smith
Chief of Credentials

Agenda Item 3

Report prepared for the Meeting of the Board of Governors of the California Community Colleges held February 28, 1980 in Upland, California and February 29, 1980 in Alta Loma, California.

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JC 800 146

Board of Governors of the
California Community Colleges
February 28-29, 1980

Item 3

Title: Credentials Study Report

Staff Presentation: Archie L. McPherran
Administrative Services

Robert E. Smith
Chief of Credentials

Summary

A. On December 7, 1978, the Board of Governors adopted a motion which directed the Chancellor "to appoint a representative committee to study and recommend changes in standards for the employment of community college academic and administrative personnel.

B. On October 5, 1979, the Board Committee on Educational Policy further requested that the Chancellor include alternatives to the present credential process in the study.

C. The Advisory Committee on Credentials Policy (see attached list) met in February, April, May, June, October, and November, 1979, to review various alternatives. The seven alternatives selected for Board review are presented in sequential order, as follows:

1. Present credential process - status quo

2. Present credential process - Title 5 changes

3. Present credential process - legislative changes

   a. Present process - minor changes

   b. Present process - major changes

4. Transfer to separate commission (present process)

   a. Newly created commission

   b. Commission On Teacher Preparation and Licensing

5. Minimum standards - no credential documents

6. No minimum standards - no credential documents

7. California State University and Colleges personnel process

D. The majority of Advisory Committee members recommend credentials be retained and the process continue to be administered by the Board of Governors and Chancellor's Office. These members further recommend improvements in the present process. One member of the Advisory Committee is in favor of eliminating the credential process and the implementation of either alternative E, F, or G.

E. At its February 8 meeting, the Education Policy Committee voted to recommend Alternative 1, Present Credential Process - Status Quo, to the full Board.

Recommended Action

It is recommended the Board adopt Alternative 1, Present Credential Process - Status Quo. The rationale for this recommendation is provided on pages 4 - 5.

Background

The basic responsibility for the Board of Governors in the area of community college employment is contained in Education Code Section 71068 which provides: "The board of governors shall establish minimum standards for employment of academic and administrative staff in community colleges."

The Legislature, in 1969, recognized that needs and problems in community colleges are different from the K-12 segment of education and created a separate credential structure to be administered by the Board of Governors. The credential law (1969-see Education Code Sections 87200-87347) provided the process which has been utilized the past ten years to carry out the broad responsibility specified in Education Code Section 71068.

The credentials law, which is highly specific as to the requirements for each of the various types of credentials, limits the Board's authority to set standards. The Board is limited to prescribing "professional or vocational experience, or any combination thereof" used in lieu of a master's degree in qualifying for the instructor or supervisor credential and standards for provisional and part-time credentials.

Credential regulations adopted by the Board in 1970 provide minimum screening of candidates for professional staff positions. These regulations represent a middle ground between the extremes of no statewide minimum standards and detailed specifications of professional and subject matter preparation, such as those for K-12 credentials and professions which require passage of an examination for licensure.

This item presents seven alternatives which include elimination of credentials and statewide standards, placement of this responsibility with a separate commission, and the status quo.

Primary control of standards rests with the legislature. Therefore, any major change in credentials requires statutory changes. The only alternatives which do not require legislation are maintenance of status quo or status quo with some Title 5 changes.

Alternatives which propose the retention of state minimum standards without credentials will eliminate the user fee funding mechanism and transfer costs to the districts and/or the State General Fund. Legislation proposed to implement any new alternative should include provisions for funding operating costs.

The seven major alternatives presented for consideration should be reviewed with the following questions in mind:

1. Should there be state-designated standards for the employment of Community College academic and administrative personnel?

2. If so, to whom should the Legislature delegate authority and responsibility for employment standards?

3. What should be the level, applicability, and specificity of the employment standards?

4. What should be the process for identifying those who meet the employment standards?

5. What should be the mechanism for assuring compliance with the employment standards?

Rationale for the Recommendation

A mechanism to assure that employment standards are met is essential. The recommendation for retention of a state-level credential process is based on the rationale that it is an effective and equitable method of establishing and maintaining minimum statewide standards because:

1. Fees paid by those who apply for credentials make it a self-supporting operation. Alternatives would result in added costs to districts and credential applicants. It is likely districts could claim such additional cost from the state under the state mandated cost provisions of Chapter 1135, Statutes of 1977 (SB 90).

2. The state-level credential granting process provides for the sharing of influence by instructors, administrators, and the public (through the Board of Governors and local boards) in decisions related to employment standards. Such a process is essential to assure that standards remain flexible and job related, but sufficient to provide the minimum necessary training to perform the required services.

3. State-level evaluation protects the rights of individuals whose qualifications are being examined and provides an effective way to assure uniform interpretation of minimum qualifications under federal and state requirements for equal employment opportunity.

4. It provides a cost-effective central system for positive identification and criminal record check by which to determine moral and psychological fitness.

5. It provides an equitable central hearing procedure for the resolution of questions regarding fitness to enter and remain in service.

6. It provides a means to prevent racial and ethnic discrimination, patronage, and political pressure from influencing employment, as well as mitigating the impact of financial conditions and convenience of scheduling.

7. It provides incentives for the development of university preservice programs to train future staff, to conduct research in this area, and to motivate quality candidates to prepare for service in the community colleges.

8. It provides an effective mechanism to modify training and entry level standards, when demand requires, due to economic, social and technological changes.

9. The diversity of programs and support services is such that relating standards exclusively to college degrees is not practical.

ALTERNATIVES

1. PRESENT CREDENTIALS PROCESS - STATUS QUO

Under this alternative the present credential process would continue without any changes in Title 5 Regulations or the Education Code.

A. Procedures

1. Administrative, service, or teaching credential documents granted if staff evaluation shows satisfaction of the required educational and/or occupational experience and moral fitness (fingerprint check).

2. Board of Governors adopts or rejects state administrative hearing officer rulings on appeals by credential applicants or credential holders.

3. Allows district to employ, without a credential, a person who holds a master's degree or doctor's degree in an academic subject matter area. The authorizing Education Code Section reads as follows:

72240.
The governing board of a community college district may employ as a community college instructor of an academic subject matter area or areas a person who does not hold a credential issued by the Board of Governors of the California Community Colleges authorizing such service if the person has been granted a master's degree or a doctor's degree in the academic subject matter area for which he is employed to teach. No such person shall teach classes in grades below grades 13 and 14 in any community college. No such person shall be employed for an aggregate period which is greater than three school years unless he fulfills the requirement of Section 87215 (re U.S. Constitution)...

B. Legislation Required

None.

C. Possible Consequences

Would delay some desirable reforms requiring legislation.

D. Cost Implications

None.

2. PRESENT CREDENTIAL PROCESS - TITLE 5 CHANGES

Under this alternative the present credential process would continue, but some reforms would be made by revising the present Title 5 regulations.

A. Procedures

1. A credential document would continue to be issued based on evaluation of educational and/or occupational experience and moral fitness (fingerprint check).

2. Board of Governors would continue to adopt or reject state administrative hearing officer rulings on appeals.

3. Districts could continue to employ, without credential, a person who holds a master's degree or doctor's degree in an academic subject matter area. (EC 72240).

B. Title 5 Changes Required

1. Improve guidelines for determining master's degree equivalent.

2. Change kind and increase length of experience required for the chief administrative officer credential. Presently the kind of experience isn't necessarily pertinent to the community college and only two years experience within the last four years are required.

3. Require emphasis on preparation in counseling and guidance to qualify for the counselor credential. Presently an applicant with a masters degree in psychology or social work can qualify.

4. Require a master's degree in a field related to financial aids, student activities, admissions and records, or placement to qualify for the student personnel worker credential, i.e. business administration, educational administration, counseling and accounting.

5. Increase the credential hearing committee from three to five, with at least three district certificated employees. Presently two members are from the Chancellor's Office and one from a community college district.

6. Provide for at least one periodic renewal of a credential before granting a life credential, rather than issue the initial credential for life. It was the concensus of the Advisory Committee that successful experience should be required prior to granting a life credential.

7. Repeal obsolete provisions for qualifying for a health services credential on the basis of high school graduation.

8. Repeal obsolete provisions for issuance of a partial fulfillment credential to a person who verifies enrollment in a course of instruction determined to be equivalent to a master's degree.

C. Possible Consequences

Changes could improve the present credential process.

D. Cost Implications

Could generate additional fee revenue due to periodic renewal of credentials.

3. PRESENT CREDENTIAL PROCESS - LEGISLATIVE CHANGES

a. Present Process - Minor Changes

Under this alternative the present credential process would be retained but legislation would be sought to provide improvements. In addition to the legislative changes, revisions would be made in present Title 5 Regulations.

1. Procedures

a. A credential document would continue to be issued based on evaluation of educational and/or occupational experience and moral fitness (fingerprint check).

b. Board of Governors would continue to adopt or reject state administrative hearing officer rulings on appeals.

c. Districts could continue to employ, without credential, a person who holds a master's degree or doctor's degree in an academic subject matter area (EC 72240).

2. Legislation Required

a. Raise the requirements and improve procedures for granting the following types of credentials: chief administrative officer, counselor, eminence, health services, life, partial fulfillment, provisional, and student personnel worker.

b. Require professional training prior to issuance of a life credential, e.g., internship, preservice, approved course work.

c. Require successful experience prior to issuance of a life credential.

d. Authorize holders of the chief administrative officer credential to serve in all administrative positions.

e. Require at least one renewal of credentials other than life credentials.

f. Amend requirements for eminence credential to require concurrence of local faculty senate when no representatives of the discipline in which the credential is to be issued are on the staff of the sponsoring district.

g. Repeal present role of the county superintendent of schools in the credential process.

3. Possible Consequences

a. Changes would upgrade present employment standards, especially for counselors and student personnel workers.

b. Changes would make a life credential more meaningful.

4. Cost Implications

a. Could result in cost savings due to improvements in evaluation process.

b. Could generate additional fee revenue due to required periodic renewal of credentials.

b. Present Process - Major Changes

Under the alternative the present credential process would undergo major changes and the role of the Board of Governors would be substantially altered.

1. Procedures

a. The Board of Governors would adopt Title 5 Regulations establishing minimum standards for each professional service area, as it now does.

b. The Chancellor's Office would not grant credential documents, but would maintain professional licensure records.

c. A person employed by a district would be required to register with the Chancellor's Office by submitting a fingerprint card, transcripts, letters verifying occupational experience when applicable, a statement from a district of its intent to employ, and the registration fee.

d. District employees would be required to register periodically, such as every two years.

e. Title 5 Regulations would require that a local professional standards committee be appointed in each district.

f. Districts could adopt guidelines, which could exceed state minimum standards, to use in screening applicants and in making appointments.

g. The Board of Governors would no longer have responsibility for suspensions and hearings. The Chancellor's Office would forward information on file to the district.

2. Legislation Required

a. Fairly simple amendments to change "credential" to "licensure registration" and make any desirable changes to standards. Define "certificated," etc., as "position requiring licensure registration" or "person required to register."

b. Repeal of role of county superintendent in the credential process.

3. Possible Consequences

a. Would eliminate the Board of Governors role in making decisions about the certification of the individuals.

b. Could have possible impact on collective bargaining via locally negotiated demands with respect to professional standards.

c. Would be self-supporting at state level through fees and would have the potential to provide funding for professional services.

d. Would provide registry data on faculty and administrators which has never before been available.

e. Would place the decision making process relative to professional conduct at the local level.

f. Would stabilize the Chancellor's Office work load and eliminate the backlog in processing credential applications.

g. Would eliminate the need to maintain files and collect information on persons not actively engaged in the profession.

h. Could be implemented with or without changing present educational and occupational standards.

i. Could provide an evaluation service for those seeking employment. The State would issue a letter of eligibility to register or indicate deficiencies.

j. Districts would have the option of requiring conditional or unconditional registration for new employees.

4. Cost Implications

a. The cost could be higher, because the licensure registration fee would need to be sufficient to cover registration activities at both the district and state levels.

b. The present credentials section budget could be used initially as a benchmark to determine state-level costs.

c. District registration costs would need to be estimated until experience provided more exact data.

d. Special provision would need to be made by the State to cover costs incurred by districts for personnel suspensions and hearings.

4. TRANSFER TO SEPARATE COMMISSION (PRESENT PROCESS)

a. Newly Created Commission

Under this alternative legislation would be required to create a separate commission to administer community college credentials. Support would be derived from credential fee revenues.

1. Procedures

a. Chancellor's Office would transfer the present credential process to the new Commission.

b. Chancellor's Office would transfer to the new Commission those personnel in permanent civil service status.

c. Board of Governors would relinquish its present responsibilities for credentials to the new Commission.

d. New Commission would conduct all credential hearings and rules on all appeals.

2. Legislation Required

Fairly simple legislation would establish new Commission, provide transfer of responsibility, specify membership and authority, and transfer present credential functions from the Chancellor's Office to the Commission.

3. Possible Consequences

a. Would dilute authority of the Board of Governors for the coordination of all aspects of the community colleges.

b. Could cause duplication in collection of data on administrative, instructional and service personnel.

c. Could cause dissatisfaction and complaints to be misdirected to the Chancellor's Office and Board of Governors.

4. Cost Implications

a. Could result in higher or lower cost to credential applicants than at present, depending upon efficiency of the Commission.

b. Could be more cost effective in view of greater autonomy and potential for change. This, however, would be contrary to the rules of bureaucracy.

b. Commission on Teacher Preparation and Licensing

Under this alternative legislation would be required to transfer responsibility for the community college credential process to the existing Commission on Teacher Preparation and Licensing. The Commission presently has responsibility for the credential process for elementary and high school administrative, instructional, and service personnel. Support for the community college credential process would be derived from fees paid by credential applicants.

1. Procedures

a. Chancellor's Office would transfer present credential process to the Commission on Teacher Preparation and Licensing.

b. Chancellor's Office would transfer to the Commission those personnel in permanent civil service status.

c. Board of Governors would relinguish its present responsibilities for credentials to the Commission.

d. Commission would conduct all credential hearings and rules on all appeals.

2. Legislation Required

Fairly simple legislation would transfer responsiblity from the Board of Governors and Chancellor's Office to the Commission for Teacher Preparation and Licensing.

3. Possible Consequences

a. Would dilute authority of the Board of Governors for the coordination of all aspects of the community colleges.

b. Could cause duplication in the collection of data on administrative, instructional, and service personnel.

c. Could cause dissatisfaction and complaints to be misdirected to the Chancellor's Office and Board of Governors.

d. Could adversely affect the community colleges and community college personnel due to the K-12 orientation of the Commission.

e. Could be less responsive in providing service to community college districts and community college personnel.

4. Cost Implications

a. Could result in higher cost to credential applicants, based on past history of the Commission.

b. Could be less cost effective due to the Commission's responsibility for the K-12 credential process.

5. STATE MINIMUM STANDARDS - NO CREDENTIAL DOCUMENTS

Under this alternative the Board of Governors would continue to establish minimum standards for the employment of district administrative, instructional, and service personnel. The credential process in the Chancellor's Office would be eliminated and no credential documents would be issued either at the state or district levels.

A. Procedures

1. Board of Governors would adopt Title 5 regulations establishing minimum standards or requirements for all instructional and service areas.

2. No credentials would be granted; the credential function in the Chancellor's Office would be eliminated.

3. Districts would be required to adhere to state minimum standards in order to qualify for state operational support.

4. Districts could adopt guidelines, which could exceed the state minimum standards, to use in screening and in making appointments. These guidelines would need to satisfy affirmative action goals and objectives.

5. All personnel dismissals and appeals would be handled at the district level.

B. Legislation Required

1. Would call for repeal or amendment of all Education Code sections pertaining to credentials, and would require the adoption of new standards. (Over 200 Education Code sections would need to be amended, deleted, or clarified.)

Examples are as follows:

22503.

(S.T.R.S.) All other employees in the public schools of this state who hold valid and unrevoked credentials issued by the State Board of Education, the Board of Governors of the California Community Colleges, or the Commission for Teacher Preparation and Licensing, and who are employed for at least 50 percent of each school month in work authorized by their credentials, are members of the system. (Underlining added)

22506.

(S.T.R.S.) Superintendents, their deputies, and certificated employees under the direction of county superintendents are members of the system. (Underlining added).

84500.

(a) In computing the average daily attendance of a community college district there shall be included only the attendance of students while engaged in educational activities required of such students and under the immediate supervision and control of an employee of the district who possessed a valid certification document, registered as required by law, authorizing him to render service in the capacity and during the period in which he served . . . (Emphasis added).

87289.

The Board of Governors may deny any application for the issuance of a credential authorized by this article made by any applicant who:

(a) Is physically so disabled as to be rendered unfit to perform the duties authorized by the credential for which he applies.

(b) Is addicted to the use of intoxicating beverages to excess.

(c) Is addicted to the use of narcotics or habit-forming drugs.

(d) Has committed any act involving moral turpitude.

(e) Has had a certification document revoked.

(f) Has intentionally practiced or attempted to practice any material deception or fraud in his application.

(g) Fails or refuses to furnish reasonable evidence of identification or good moral character.

(h) Has been convicted of any offense defined in subdivision (1) of Section 314 of the Penal Code. (Emphasis added).

87743.

No regular employee shall be deprived of his position for causes other than those specified in Sections 87453, 87467 and 87484, and Sections 87732 to 87739, inclusive, and no contract employee shall be deprived of his position for cause other than as specified in Section 87740 except in accordance with the provisions of Section 87463 and Sections 87743 to 87762, inclusive.

Whenever in any school year the average daily attendance in all of the schools of a district for the first six months in which school is in session shall have declined below the corresponding period of either of the previous two school years, or whenever a particular kind of service is to be reduced or discontinued not later than the beginning of the following school year, and when in the opinion of the governing board of said district it shall have become necessary by reason of either of such conditions to decrease the number of regular employees in said district, the said governing board may terminate the services of not more than a corresponding percentage of the certificated employees of said district, regular as well as contract, at the close of the school year; provided, that the services of no regular employee may be terminated under the provisions of this section while any contract employee, or any other employee with less seniority, is retained to render a service which said regular employee is certificated and competent to render.

Notice of such termination of services either for a reduction in attendance or reduction or discontinuance of a particular kind of service to take effect not later than the beginning of the following school year, shall be given before the 15th of May in the manner prescribed in Section 87740 and services of such employees shall be terminated in the inverse of the order in which they were employed, as determined by the board in accordance with the provisions of Sections 87413 and 87414. In the event that a regular or contract employee is not given the notices and a right to a hearing as provided for in Section 87740, he shall be deemed reemployed for the ensuing school year.

The board shall make assignments and reassignments in such a manner that employees shall be retained to render any services which their seniority and qualifications entitle them to render. (Emphasis added)

2. Amend all legal references to revocation, suspension, and denial of credential for immoral, unprofessional, and criminal conduct to make them applicable to employment instead of to credentials.

3. Provide legal authority for districts to charge a fee to fee to cover processing costs.

C. Possible Consequences

1. Would remove present distinction between "credentialed" and "classified" positions.

2. Would remove distinction as to whether eligible for STRS (State Teachers Retirement System) or PERS (Public Employees Retirement System).

3. Would remove distinction as to which employees are eligible for tenure.

4. Would remove distinction as to which employees are included on the salary schedule.

5. Would remove distinction as to inclusion within various budget categories, i.e., certificated salaries, classified salaries.

6. Would remove standards for special and vocational education funding.

7. Could remove present check on arrest and conviction record.

8. Could have adverse affect on the collective bargaining process.

9. Would afford maximum local control in the area of hiring personnel.

D. Cost Implications

1. Cost to districts would be increased.

2. Districts could charge fee, but applicant would be charged in each district of application.

3. Fee cost could fall heaviest on part-time instructors, since they generally apply to a number of districts.

4. Cost of the state compliance monitoring function would be an added cost, since there would be no fee revenue, since there would not be a credential issuance or registration process.

6. NO MINIMUM STANDARDS - NO CREDENTIAL DOCUMENTS

Under this alternative there would be no minimum standards adopted by the Board of Governors for the employment of district personnel. The credential process in the Chancellor's Office would be eliminated and no credential documents would be issued either at the state or district levels.

A. Procedures

1. No credentials granted; the credential function in the Chancellor's Office would be eliminated.

2. No minimum standards would be set by the Board of Governors.

3. Full responsibility for determining instructional qualifications would reside with district officials.

4. The evaluation of instructional quality would be entirely through the accreditation process.

B. Legislation Required

1. Repeal, amendment, or clarification of over 200 Education Code sections which refer to "credentials," "certificated person," "position requiring certification qualifications" and similar references to credentials.

2. Repeal of Education Code sections pertaining to personal identification and the revocation, suspension, or denial of credentials for immoral, unprofessional, or criminal conduct.

C. Possible Consequences

1. Would remove definitions of various positions, such as counselor, librarian, nurse, student personnel worker.

2. Would remove distinction between classified and certificated positions.

3. Would remove distinction as to whether eligible for STRS (State Teachers Retirement System) or PERS (Public Employees Retirement System).

4. Would remove distinction as to which employees are eligible for tenure.

5. Would remove distinction as to which employees are included on the salary schedule.

6. Would remove distinction as to inclusion within various budget categories, i.e., certificated salaries, classified salaries.

7. Would remove present standards for special and vocational education funding.

8. Could remove check on applicant and employee arrest and conviction records.

9. Would result in revision of procedures generally used in the initial screening of applicants for positions.

10. Could have an adverse effect on affirmative action.

D. Cost Implications

1. Cost to districts for screening applicants would be increased.

2. Districts could charge an application fee, but applicant would be charged in each district of application.

3. Fee cost could fall heaviest on part-time instructors, since they generally apply to a number of districts.

7. CALIFORNIA STATE UNIVERSITY AND COLLEGE PERSONNEL PROCESS

A. Procedures

1. Board of Governors would adopt Title 5 regulations expressing a general standard for teaching, service, and administrative personnel, including procedures to be used at the district level. The regulations would specify the master's degree as the minimum academic requirement. Exception to the master's degree would be available only in fields where the master's degree is not commonly available or for service in vocational programs where experience may be substituted for academic training.

2. After appropriate consultation with departmental or unit faculty members, each community college district would designate teaching and service areas so as to represent distinct curricular subdivisions and to reflect faculty competencies.

3. Each employee would be assigned to one primary teaching or service area and one or more secondary area as appropriate. Assignment would be made after consultation with each academic employee and the members of each teaching and service area involved.

4. After consultation as provided in 2 and 3 above, the district would, at intervals of no more than five years, review and amend the designation of teaching and service areas and the assignment of employees to reflect changes in subject fields, service areas, and specialized curriculum.

5. Records of all such determinations would be maintained by the district.

6. No credential documents would be issued but districts would be required to employ personnel under state standards.

B. Legislation Required

1. Education Code sections which refer to credential, certification, or certificated person or position, would be amended, repealed or clarified in terms of the new process.

2. Legal authority for the Board of Governors to monitor compliance with the regulations.

3. Amendment of Education Code references to the revocation, suspension, or denial of credentials for immoral, unprofessional or criminal conduct to make them applicable to employment instead of credentials.

C. Possible Consequences

1. Responsibility for compliance would rest with community college boards of trustees (the CSUC system places this responsibility with the campus president).

2. Determination of master's degree equivalency and service and teaching area competencies will not be uniform from district to district.

3. Assignment of subject and service areas could become a collective bargaining issue.

4. Districts would assume responsibility for processing fingerprint cards on each academic employee.

5. Would require a master's degree for community college courses now taught by persons who do not hold a master's degree because they are in areas where a master's degree is common.

6. Process does not provide for a part-time instructor with qualifications different from the full-time instructor. All who teach courses in discipline in which a master's degree is commonly available would be required to hold a master's degree. Those who teach in vocational areas or areas where the master's is not commonly granted would be required to have the equivalent of a master's degree.

7. Distinction between classified and certificated positions would not be clearly defined in the Education Code and would not be uniform in all districts.

8. Would cause confusion regarding membership in the California Teachers Retirement System.

9. Would remove distinction as to which employees are included on the salary schedule.

D. Cost Implications

1. Costs to districts would be significantly increased, principally in the area of applicant screening.

2. Costs to a district could be higher due to hearings and appeals pertaining to suspensions and dismissals for criminal conduct.

3. Districts could charge an application fee, but applicant would be charged in each district of application.

4. Fee would fall heaviest on part-time instructors, since they generally apply to a number of districts.

5. Could result in added cost to the state for monitoring compliance, since no fee revenue would be available.

Attachment

Advisory Committee on Credentials Policy

*Robert Agrella	Superintendent/President, Mendocino C.C. Dist.
Rosalie Amer	Librarian, Consumnes Community College
Yvonne Gallegos-Bodle	President, Academic Senate, Ventura College
Richard Brown	Instructor, Fresno City College
*Rex Craig	President, Contra Costa College
Dr. Phylis Dabbs	Assoc. Dean of Instruction, Bakersfield CC
Kenneth Foster	Trustee, Fremont-Newark CC District
Dr. Richard Green	Trustee, Pasadena Community College District
Barbara Hinkley	Instructor Palomar Community College
Stanley Hodges	Chairman, Agriculture Department, Modesto CC
Joe Hinojosa	Instructor, Los Angeles Trade Tech. College
*Dr. Earl Klapstein	Chancellor, Los Rios Community College District
Dr. Ray Loehr	Superintendent, Ventura Community College District
Dr. Richard S. Meyers	Superintendent/President, Pasadena CCD
John Morris	Student, Los Angeles Trade-Tech. College
Carl Mack	Counselor, Laney Community College
John Pennebaker	Trustee, Yuba Community College District
Dr. Barbara Sawyers	Instructor, Southwestern Community College

* Added in October 1979

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